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Gallaudet College

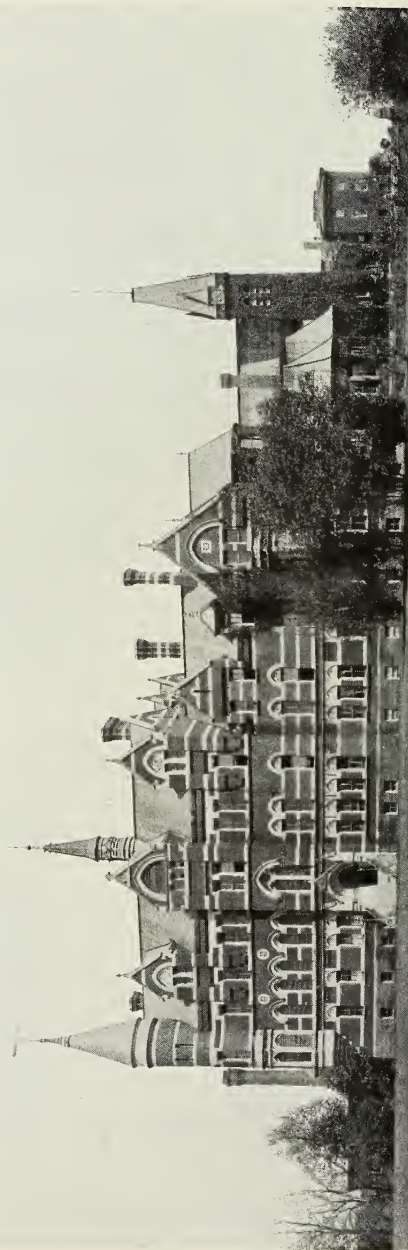
(FOR THE DEAF)

1914-1915



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COLLEGE HALL
(MEN'S DORMITORY)

CHAPEL

FOWLER HALL
(WOMEN'S DORMITORY)

UNIVERSITY OF ILLINOIS
21 NOV 1914

GALLAUDET COLLEGE

(FOR THE DEAF)

KENDALL GREEN

WASHINGTON, D. C.

1914-1915

FIFTY-FIRST YEAR

WASHINGTON, D. C.
H. L. & J. B. McQUEEN, INC.
1914

CALENDAR FOR 1914-1915.

September 23, 1914, Wednesday—Examinations for Admission.

September 24, Thursday—College Year begins.

November 26, 27, 28, 29, Thursday, Friday, Saturday, Sunday—Thanksgiving Vacation.

December 10, Thursday—Gallaudet Day.

December 18, 21, 22, Friday, Monday and Tuesday—Term Examinations.

December 23, Wednesday—Christmas Vacation begins.

December 28, Monday—Second Term begins.

January 1, 1915, Friday—Holiday.

February 22, Monday—Holiday.

March 24, 25, 26, Wednesday, Thursday and Friday—Term Examinations.

March 29, Monday—Third Term begins.

April 1-5, Thursday to Monday inclusive—Easter Vacation.

May 5, Wednesday—Presentation Day.

May 26, 27, 28, Wednesday, Thursday and Friday—Examinations for Admission.

May 31, Monday—Holiday.

June 18, 21, 22, Friday, Monday and Tuesday—Term Examinations.

June 23, Wednesday—Conferring of Degrees and beginning of Summer Vacation.

September 28, Wednesday—Examinations for Admission.

September 29, Thursday—College Year begins.

It is highly important that new students and those under condition be present on or shortly before the day set for examinations for admission, and that all students return promptly to be present at the first recitations following any holiday or vacation.

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G1354
1914-15

CORPORATION.

PATRON.

WOODROW WILSON, President of the United States.

PRESIDENT.

PERCIVAL HALL, M. A., Litt. D.

SECRETARY.

CHARLES S. BRADLEY, Esq.

TREASURER.

GEORGE X. McLANAHAN, Esq.

DIRECTORS.

HON. GEORGE C. PERKINS, Senator from California,

HON. THETUS W. SIMS, Member of Congress from Tennessee,

HON. W. E. HUMPHREY, Member of Congress from Wash-
ington,

Representing the Congress of the United States.

EDWARD M. GALLAUDET, Ph. D., LL. D. of Connecticut.

HON. JOHN W. FOSTER, of the District of Columbia.

HON. FRANCIS M. COCKRELL, of the District of Columbia.

R. ROSS PERRY, Esq., of the District of Columbia.

THEODORE W. NOYES, Esq., of the District of Columbia.

JOHN B. WIGHT, Esq., of New York.

THE PRESIDENT and the SECRETARY of the CORPORA-
TION.

Faculty.

EDWARD M. GALLAUDET, PH. D., LL. D.,
Emeritus President, and Professor of Moral and Political Science.

PERCIVAL HALL, M. A., LITT. D.,
President, and Professor of Applied Mathematics and Pedagogy.

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Vice-President, and Professor of Languages.

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Professor of English and Philosophy.

AMOS G. DRAPER, M. A., LITT. D.,
Professor of Mathematics and Latin.

CHARLES R. ELY, M. A., PH. D.,
Professor of Natural Science.

HERBERT E. DAY, M. A.,
Professor of Physics and Biology.

ALLAN B. FAY, M. A.,
Professor of Latin.

ISAAC ALLISON, E. E.,
Assistant Professor of Mathematics and Engineering.

ELIZABETH PEET,
Instructor in English and in Charge of College Women.

HELEN NORTHROP, B. A.,
Instructor in English, Librarian,
and Secretary of the Faculty.

JULIUS J. HEIMARK, M. A.,
Physical Director, and Instructor in Biology and Latin.

ARTHUR D. BRYANT, B. PH.,
Instructor in Drawing.

HARLEY D. DRAKE, B. A.,
Instructor in Agriculture.

DEPARTMENT OF ARTICULATION AND NORMAL TRAINING.

PERCIVAL HALL, M. A., LITT. D.,
Professor in Charge.

ANNIE E. JAMESON,
SARAH H. PORTER, M. A.,
Instructors.

ASSISTANTS.

Normal Fellows.—FRANCES MCKEE, B. A., Synodical College, Missouri.

JOSIE E. SIMS, Kentucky College for Women, Kentucky.

Normal Students.—JULIA P. DOUGHERTY, Englewood High School, Chicago, Illinois.

RUSSELL MOORE, Chase High School, Kansas.

C. FREEMAN RICE, Baguio School, Manila, Philippine Islands.

WALTER TUCKER, Paris High School, Kentucky.

Students, 1914-'15.

POST-GRADUATE STUDENTS.

EDITH MABEL NELSON, B. A., 1914, Gallaudet . . . California.
ALPHA WILLIAM PATTERSON, B. A., 1914, Gallaudet . . Arkansas.

SENIOR CLASS.

RUIA URSULLA BURT Nebraska.
VERNON LESLIE BUTTERBAUGH^c Kansas.
RALPH RAYMOND DECKER Kansas.
WALLACE DICKINSON EDINGTON District of Columbia.
EDWARD SHAFFER FOLTZ Kansas.
JOHN MARINIUS JACOBSON Minnesota.
STACIA BARBARA KUTA^c Nebraska.
WILLIAM FERDINAND MILLER* Maryland.
FREDERICK ANTONIO MOORE Kansas.

JUNIOR CLASS.

FRANK ALBERT ANDREWJESKI Nebraska.
AMY ALICE FOWLER Kentucky.
ALFRED CHARLES KEELEY, JR.^c Utah.
KATE ORR KEELEY Utah.
ASHLAND DAVIS MARTIN^c Kentucky.
ELSIE THERESE PETERSON Washington.
ARTHUR SIEGFRID RASMUSSEN Iowa.
JOHN LEONARD RENDALL, JR., Iowa.
WALTER CLINTON ROCKWELL Connecticut.
FRANCES REBECCA RUMSEY^c Ohio.
MARIAN LOUISE SADELMYER Pennsylvania.
RUSSELL ROBERTS SHANNON^c Missouri.
HENRY JOHN STEGEMERTEN District of Columbia.
CLIFFORD MYRON THOMPSON Idaho.
FRANK HUNT THOMPSON^c Washington.

SOPHOMORE CLASS.

THOMAS SCOTT CUSCADEN Nebraska.
LEROY JULIUS DAVIS^c Kansas.

The abbreviation ^c means conditioned in study.

* Died October 3, 1914.

LILLY ALBERTA GWIN ^c	Mississippi.
EMIL VINCE HLADIK	Nebraska.
FLOSSIE ADRIA HOISINGTON	South Dakota.
OLIVER WINNING McINTURFF	Virginia.
CHARLES CLYDE MARSHALL ^c	Nebraska.
ELLEN ANNA PEARSON	Nebraska.
LAWRENCE STARKEY PEARSON, JR. ^c	Mississippi.
MABEL IRENE PEARSON	Iowa.
CHARLES JENSEN SCHMIDT	Iowa.
JAMES ALVIN SULLIVAN ^c	Connecticut.
OSCAR MAX TREUKE ^c	Nebraska.

SPECIAL STUDENTS.

FRANCES GLADYS CLARK	Nebraska.
ARTHUR BREYER CLASSEN	Washington.
JAMES STANLEY LIGHT	Massachusetts.
HENRY JEREMIAH PULVER	New York.
JOHN EMANUEL SKOGLUND	Washington.
NARCISSA IRWIN WATTS	West Virginia.

FRESHMAN CLASS.

RUTH CORNELIA ATKINS ^c	Kansas.
HENRY STEPHEN AUSTIN	Florida.
GUILBERT CAMPBELL BRADDOCK	Colorado.
EDITH SYMINGTON BOGGS ^c	North Carolina.
DOROTHY MARIE CONOVER	Wisconsin.
ELLA MARGARET COWEN ^c	Nebraska.
WALLACE KNOWLES GIBSON	Montana.
FOSTER DOWREY GILBERT	Colorado.
ETHEL HAROLD	Oklahoma.
GEORGE CALVIN HARMS ^c	Kansas.
FLORENCE EUNICE HARPER ^c	Alabama.
PHILIP ALFRED HEUPEL	North Dakota.
MARY ELLEN LOVEALL	Washington.
WILLIAM ULEN LYNCH	District of Columbia.
ETHEL MONICA VERONIQUE McAVOY ^c	District of Columbia.
LILY LYDIA MOKKO ^c	Oregon.
DOROTHY ELIZABETH LOUISE PFAFF ^c	Missouri.
BENJAMIN MARSHALL SCHOWE	Indiana.
LILLIAN ELLEN SODERBERG ^c	Utah.
ADA RUTH STUDDT	South Dakota.
FLORA JANE TOOMBS ^c	Wisconsin.
WILLIAM HARVEY TOWNSEND	Florida.

The abbreviation *c* means conditioned in study.

SARA ALANSON TREDWELL	New York.
LULA WATTSc	West Virginia.
ARTHUR WINTER WENGER	Utah.
RAY GRAYSON WENGER	Utah,
KENNETH GORDON WILLMAN	Washington.

PREPARATORY CLASS.

MAMIE BERNICE BRADSHAW	Kansas.
ELSIE VIOLET CHRISTIAN BURK	Canada.
SANFORD ROBEY BURNS	Illinois.
HUGO CLAUSSEN	Missouri.
ARMAND STEPHEN COURREGE	Louisiana.
LULU ANN DAVESC	Arkansas.
WILLIAM JOHN DAVIESc	Wales.
FRANK HENRY DOHRMANN	Kansas.
AGNES ETHEL CATHERINE DORANc	Minnesota.
GERALD JOSEPH FERGUSON	Kansas.
HARRY WROTH HETZLERc	Maryland.
CAROLINE MATHILDA JESPERSEN	Kansas.
MARIA MARGARETHA KALLENBACH	Wisconsin.
MABEL MARGUERITE KAU	Oregon.
CECIL RAY LADDc	Missouri.
WILLIAM BLAIR MELLISc	Washington.
JEAN NEWELLc	Nebraska.
HAROLD GROSVENOR NEWMAN	Nebraska.
OSCAR RAY OLINGERc	Tennessee.
REGINA MARY OLSON	Nebraska.
THOMAS WATSON OSBORNEc	Tennessee.
CLAUDE VENABLE OZIERc	Tennessee.
FORREST RUNDEL PEARDc	Illinois.
NORBERT LOUIS PILLIOD	Ohio.
EUNICE DOROTHEA EMMELINE POSTc	Minnesota.
SYLVAN JAMES RILEY	New York.
LUCILLE SEYMOUR ROBERTS	Missouri.
HENRY RAYMOND ROUC	Florida.
LORRAINE ALBERTA SAWTELLc	Kansas.
HARLEY WRIGHT SMITH	Missouri.
JAMES MARTIN SMITHc	Arkansas.
HILDA ELIZABETH SPONGc	Minnesota.
RACHEL MADELEINE IRENE STEPHENSON	Canada.
SARAH FRANCES WADE	Arkansas.
MAMIE LOUISE WALLACE	Arkansas.
JOHN STEPHEN WONDRAK	Ohio.

The abbreviation c means conditioned in study.

History of the College.

In the year 1862, five years after the establishment of the Columbia Institution for the Deaf, Dr. Edward M. Gallaudet, its superintendent, in his annual report of that year, called the attention of Congress to the importance of providing higher education for the deaf, and to the fact that the peculiar organization of that institution afforded an opportunity for the foundation within it of a college for the deaf of the United States.

Congress responded favorably to Dr. Gallaudet's suggestion. In April, 1864, an act authorizing the Board of Directors of the Institution "to grant and confer such degrees in the liberal arts and sciences as are usually granted and conferred in colleges" was, after considerable discussion, passed without a dissenting voice in either branch of Congress. Congress showed its further approval of the new departure within the next few years by making a considerable increase in its annual grants for support, by appropriating large sums for the purchase of additional grounds and the erection of new buildings, and by providing that a limited number of students might be admitted to the collegiate department from the several States and Territories free of charge. The number of students thus admitted free was at first ten; the number has been increased by acts of Congress from time to time until now it is one hundred.

The College was publicly inaugurated June 28, 1864, under the name of the National Deaf-Mute College, and Dr. Gallaudet at the same time was inaugurated as its President. He continued to hold the office until September, 1910. The College began its teaching work in September, 1864, with seven students and one professor besides Dr. Gallaudet.

In 1887, in response to an earnest appeal from women

for an equal share with men in the advantages of higher education, the doors of the College were opened to young women.

In 1891 a Normal Department for the training of hearing teachers of the deaf was established with the double purpose of raising the standard of teachers in American schools for the deaf, and of affording the deaf students of the College increased opportunities for practice in speech and speech-reading.

In 1894, in accordance with a petition from the graduates of the College, its name was changed to Gallaudet College in honor of Thomas Hopkins Gallaudet, the Founder of the Instruction of the Deaf in America, a beautiful bronze statue of whom had been placed in the College grounds by the deaf people of America in 1889.

Instruction.

Religious services of an undenominational character are held daily, except Saturday, in which the Faculty and the students participate.

Instruction in Drawing and Painting is provided for all students who desire to take lessons in these subjects.

The courses of instruction and study given in the arts and sciences are set forth in the following outline.

The system of instruction includes the recitation of assigned subjects; discussions and lectures; work in laboratories and with instruments; courses of reading directed by members of the Faculty, and practice in English composition.

The entire curriculum, including a preparatory year, embraces a period of five years, each of which is divided into three terms.

Instruction in articulation and speech-reading is offered

to all the students of the College. Special pains are taken to preserve and improve, by suitable and frequent oral exercises, whatever powers of speech and ability to read the lips are possessed by students on entering College.

The Library of Congress, and the collections of the Smithsonian Institution, the National Museum, the Corcoran Gallery of Fine Arts, and other collections of the National Capital, open to the public, are of inestimable value to the students of the College.

COURSE OF STUDY.

1914-15

First Term.

Second Term.

Third Term.

Preparatory
Year.

Plane Geometry.	Plane Geometry.	Plane Geometry.
Latin.	Latin.	Latin.
English Comp. (3 hrs.). Ancient Hist. (2 hrs.).	English Comp. (3). Ancient Hist. (2).	English Comp. (3). Ancient Hist. (2).

Also, Drawing one hour per week required of all.

Freshman
Year.

Advanced Algebra.	Plane Trigonometry.	Mechanics.
Solid Geometry.		
Cæsar.	Cæsar.	Cicero.
English Comp. (2 hrs.). Mediæval Hist. (3 hrs.).	English Comp. (2). Mediæval Hist. (3).	Eng. Comp. (2). Modern Hist. (3).

Also 2 hours per week in Business Methods required of all Freshmen.

Sophomore
Year.

Physics.	Physics.	Botany.
Chemistry.	Chemistry.	Qualitative Analysis or <i>Spher. Trig. and Surveying.</i>
English Comp. (1 hr.). English Liter. (3 hrs.). Public Speaking (1 hr.).	English Comp. (1). English Liter. (3). Public Speaking (1).	English Comp. (1). Rhetoric (3). Public Speaking (1).

Junior
Year.

French.	French.	French.
Zoology.	Physiology.	Political History of the U. S.
Philology.	English Literature or <i>Electricity.</i>	Ethics and Political Economy.

Senior
Year.

French.	French.	French.
Elements of Law.	Astronomy.	Mineralogy and Geology.
Logic.	Civil Government and Internat. Law.	Psychology.

OPTIONAL STUDIES.

The following courses will be given as sufficient demand for them arises:

1. GREEK.
2. MATHEMATICS.—Analytic Geometry; Calculus; Strength of Materials.
3. PRACTICAL HOME ECONOMICS; RIGHT LIVING.
4. AGRICULTURE; DAIRYING; POULTRY RAISING.
5. SURVEYING.—Leveling; Plane Surveying.
6. ELECTRICITY.—Generators; Motors.
7. CHEMISTRY.—Soils and Fertilizers; Chemistry C, Advanced Qualitative Analysis; Chemistry D, Quantitative Analysis; Chemistry E, Organic Chemistry; Chemistry F, Chemical Preparations; Determinative Mineralogy; Assaying.
8. LIBRARY CATALOGING.

NORMAL COURSE.

A course in the science and art of instructing the deaf is afforded to a limited number of young hearing persons who wish to become teachers of the deaf. Candidates for this course are expected to be graduates of colleges of good standing. Exception is sometimes made in favor of graduates of normal schools or high schools who show special qualifications.

COURSE OF INSTRUCTION.

First Term.

The language of signs; the use of the manual alphabet—one hour daily.

Speech-teaching, voice-training, visible speech—one hour daily.

Observation and practice in speech-classes—one to two hours daily. Note books giving details required.

Lectures on the manual alphabet; the classification of the deaf; the ear; the throat and voice; the history of the education of the deaf in America; child-study—aggregating two hours weekly.

Topics for study and written report: Causes of deafness; number of the deaf; occupations of the deaf, etc.—one topic each week.

Thesis—History of the education of the deaf.

Second Term.

Instruction in finger-spelling and signs, as in the first term.

Practice in speech-teaching—one hour daily.

Observation and practice in manual and speech classes—one to two hours daily.

Lectures on aural development, musical vibratory massage.

Lectures on pedagogy, psychology and principles of teaching with special reference to the needs of the deaf—two hours daily.

Topics for study and written report: Physical training; the school-room; school records, etc.—one topic each week.

Thesis on subject chosen during the term.

Third Term.

Instruction in signs and spelling as in first and second terms.

Practice in speech teaching—one hour daily.

Observation and practice in classes in geography, history, arithmetic and language—one to two hours daily.

Lesson planning and practice teaching under supervision and criticism.

Lectures on child-study, methods of instruction in language, arithmetic, geography and history—an aggregate of two hours weekly.

Topics for study and written report: Text-books; marks; examinations, out-door work, etc.—one topic each week.

Thesis on the teaching of some special subject, as arithmetic or language.

Some of the books of reference used are: Page on Teaching, by W. H. Payne, published by the American Book Company; Mottoes and Snider's Life of Froebel, Sigma Publishing Company, Chicago; Bell's Visible Speech in Twelve lessons, Volta Bureau, Washington, D. C.; Guttman's Voice Training, published by E. S. Werner, 48 University Pl., N. Y.; Arnold's Teachers' Manual, Hazell, Watson & Viney, London; Reports of the Convention of the American Instructors of the Deaf; the American Annals of the Deaf.

Observation and practice work are carried on in the Kendall School, the primary department of the Institution. After three months' instruction the normal students are required to assist in speech-teaching in the college as well as in the school.

Throughout the year they live with the college students, are subject to the same rules, and take an active part in all the social life of the Institution.

The members of the class assist in supervising the pupils of the Kendall School. They also help conduct chapel exercises in the school during the second and third terms.

The work of the normal students is graded. Those not making satisfactory progress or who are not found adapted to school work, will be discouraged from continuing this Course.

Full and confidential information as to Normal students will be given to school authorities looking for teachers.

The Institution seeks to recommend candidates best suited to fill vacancies, and not to send out general letters of recommendation.

The aim of the department is to equip well-educated young men and women with such knowledge not only of teaching, but of the deaf themselves, that they may be able to do intelligent work at once in the various schools of the country.

General Information.

ADMISSION.

Applicants for admission to the Preparatory Class are required to be able to express their thoughts in connected English, and to comprehend the language of the ordinary text-books of the common schools. A command of English to this extent is essential to the satisfactory and successful prosecution of the studies of this class. Pupils born deaf, or deaf from early infancy, who have acquired this ability and are also well grounded in the elementary studies of the public schools, may be encouraged to seek the privileges of the College. In the case of pupils who retain a fair command of language after becoming deaf, the danger of superficial preparation in the rudiments of the elementary studies is very great. Such pupils should be made acquainted with the real state of affairs, and should not be recommended for admission to the Preparatory Class without full training in the elementary branches. In all cases thorough familiarity with arithmetic is insisted upon.

For a unit course three hours will be allowed for the examination. One and one-half hours will be allowed for the examination in a half-unit course.

The definition of a unit course is: *a course of study covering a school year, with five class periods of at least forty-five minutes each per week.* Half this time should be given to half-unit courses.

Applicants may seek entrance by either of two methods, as follows:

FIRST METHOD.

They may take examinations in *all* prescribed subjects, under proper supervision, at their respective schools or homes, or they may take the same at the College.

Candidates for the Preparatory Class will be examined in the subjects stated below.

ENGLISH.—embracing Composition and Grammar, and Reading.

Composition and Grammar, one unit. Candidates are expected to show a good command of language, (1) in conversation; (2) in rendering at sight selections in prose and verse from the classics and from current literature; (3) in extemporaneous composition.

In Grammar a comprehension of the broad general principles of syntax, and the ability to analyze clearly, are considered of more importance than facility in parsing and a knowledge of grammatical nomenclature.

The requirements in Reading of Candidates for the Preparatory Class are mainly a part of those recommended by the Conference of Uniform Entrance Requirements to American Colleges, the remaining portion being taken up during the preparation for the Freshman Class.

Reading, one unit (a), *General*. Candidates are expected to present evidence of having read the works selected, and to answer simple questions about their authors. This will require only the writing of a paragraph or two on each of several topics chosen by the candidate from a considerable number given in the question-paper. In every case the ability to write good English will be regarded as of more importance than knowledge of the book. The works selected for this part of the examination for 1915 are:

READINGS FOR EXAMINATIONS OF MAY, 1915.

(a) *General*:

The Iliad, omitting if desired Books XI., XIII., XIV., XV., XVII., and XXI.

Shakespeare's "As You Like It."

Scott's "Ivanhoe."

Mrs. Caskell's "Cranford."

Huxley's Autobiography, and selections from his
"Lay Sermons," including addresses on "Im-
proving Natural Knowledge," "A Liberal Educa-
tion," and "A Piece of Chalk."

Coleridge's "Ancient Mariner."

Lowell's "Vision of Sir Launfal."

(b) *Study and Practice* :

Shakespeare's "Julius Caesar."

Macaulay's Essays on Lord Clive and Warren
Hastings.

READINGS FOR EXAMINATIONS OF MAY, 1916.

(a) *General* :

Vergil's "Æneid."

Shakespeare's "Twelfth Night."

Scott's "Quentin Durward."

Irving's "Sketch Book."

Scott's "Lady of the Lake."

Franklin's Autobiography.

(b) *Study and Practice* :

Goldsmith's "Vicar of Wakefield."

Gray's "Elegy in a Country Church-Yard."

In subdivision (a) no written exercises will be accepted
in place of examination.

(b) *Study and Practice*. This part of the examination

The works specified for these readings may be found in the college-entrance editions of the Charles E. Merrill Company, The American Book Company, MacMillan & Co., Longman, Greene & Co., all of New York; and the Houghton-Mifflin Company of Boston—all of which are good and cheap.

presupposes detailed study of each of the works named as to meaning of words and allusions, and an inquiry into the grammatical structure of peculiar or unusual forms. The candidate may be called upon to comment upon passages taken from these works, or to reproduce from memory others which he may think noteworthy and to give reasons for such opinion.

In place of part or the whole of the examination under (b), the candidate may offer exercise-books containing written work done in connection with the study of the books, and certified by his instructor as the unaided work of the candidate presenting it. The exercise books may bear corrections in red ink or blue-pencil by the teacher.

MATHEMATICS. One and one-half units.

(a) *Arithmetic*. One-half unit. Stress is laid on the rapid, accurate, and neat solution of arithmetical examples, especially those coming under the four fundamental rules—analysis, decimal and common fractions, square root, percentage and simple proportion. Too much time spent on compound numbers, interest, discount, exchange, averages, cube root, and compound proportion is to be avoided. Arithmetic should teach students to cipher, not to memorize rules or prove theorems; but in the case of the deaf it is very important to cultivate the ability to construe the language of arithmetical problems. The examination questions will be made practical, rather than technical or abstruse.

(b) *Elementary Algebra*, to simple quadratics. One unit. The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on

linear equations; radicals, including the extraction of the square root and of the cube root of polynomials and of numbers; exponents, including fractional and negative.

Wentworth's New School Algebra (pages 1-261), Ginn & Co., is suggested as a text-book.

Special emphasis should be given to the statement of problems as equations; a logical solution with explanation of each step should be required.

HISTORY. Two units.

(a) *English History*. One unit. Candidates for examination in this subject should have a good command of English, sufficient to express their ideas clearly. They should have a general knowledge of the leading facts of English History, together with the causes which led to the events narrated and the results which came therefrom; also of the geography involved.

Mere memory work should be discouraged. Students should be trained to think and reason for themselves.

The text-book recommended is Montgomery's Leading Facts of English History (Ginn & Co.).

Teachers are referred to "The Study of History in Schools. A Report to the American Historical Association by the Committee of Seven," published by the MacMillan Company.

(b) *American History*. One unit. The examination in American History will be so framed as to require comparison and the use of judgment on the pupil's part rather than the mere use of memory.

Instead of attempting to fix in mind large numbers of dates and isolated statements, the pupil should endeavor to gain a clear idea of the great facts, forces, and sentiments that have shaped our national progress. A good general

knowledge of the essential facts and features of American History will be expected. The pupil should also know something of the origin, principles, forms, powers, and practices of the local, state and national governments.

The examination will presuppose the use of good text-books, some collateral reading, and much practice in written work. The relation of the geography of the country to its history should be emphasized.

Montgomery's Leading Facts of American History (Ginn & Co.) or Hart's Essentials of American History (American Book Co.) will indicate the kind and amount of work sought. Channing's Short History (The MacMillan Co.) may be used, with the understanding that considerable outside reading must be done in connection with a thorough study of the text-book.

SCIENCE.

Elementary Physics. One-half unit. It is recommended that the preparation of the candidate in Elementary Physics include:

1. A knowledge of the Metric system.
2. The study of a text-book. The First Book of Physics, by J. A. Culler (J. B. Lippincott & Co., Phila.), is recommended.
3. The use of varied numerical problems, illustrative of the most important facts and laws in elementary physics.
4. Laboratory work, comprising at least twenty-five exercises illustrative of the principles of Mechanics; Hydrostatics; Heat; Light; Electricity and Magnetism.

The time limit for taking entrance examinations for the Preparatory Class will be two years. The days of examination are given below.

It is recommended that candidates offer arithmetic, elementary physics and English history the first year.

The number of days allowed each year for examination shall be three, but the number of hours allotted to each subject shall not exceed three for full subjects nor one and one-half for half subjects.

SUMMARY OF REQUIREMENTS.

<i>Subject.</i>	<i>Time allowed for examination.</i>
English:	
Composition	1½ hours.
Reading	3 hours.
Grammar	1½ hours.
Mathematics:	
Arithmetic	1½ hours.
Algebra	3 hours.
History:	
English	3 hours.
American	3 hours.
Science:	
Elementary Physics	1½ hours.

The examinations are to be held *without exception on the three successive days beginning the last Wednesday in May*, and all papers are to be sent *on the following Saturday* to President PERCIVAL HALL, Kendall Green, Washington, D. C.

The *original work* of candidates, which should be in such form as to be read easily by the examiner, must in all cases be forwarded to the College.

All other papers written upon by the candidates during the examination should also be sent. The time limit in any subject must not be exceeded; therefore useless copying should be avoided.

Those in charge of the preparation of candidates for admission to the Preparatory Class are referred to the "Report of the Committee of the Convention on a Course of Study" for valuable suggestions in regard to all subjects for admission except Algebra. This report is now out of print but may be found in the American Annals, V. LII, pp. 409-467.

Question papers will be furnished on the application of any Principal or Superintendent of an Institution or School for the Deaf. Such Principals or Superintendents are requested to write for examination papers *not later than the first week in May*, in each year.

Testimonials of good moral character are required of all applicants for admission.

All applications for admission should be addressed to the President.

SECOND METHOD OF ADMISSION.

1. Students may be admitted to the Preparatory Class upon certificate from approved schools that the prescribed requirements in English Reading (*a*) and (*b*) as outlined on page 17, English Grammar, Arithmetic, English History, American History, and Elementary Physics have been fully met, and upon passing tests by the College Faculty in Algebra and in their command of language. The latter test will be based on their certified Readings. However, it will not be judged as an examination in Reading, but as an examination in English Composition.

Examination questions in the two subjects named last will be forwarded in May, as hitherto, to the schools having candidates. After the examination papers in these subjects have been read by the College Faculty, and certificates concerning the other subjects have been received, the schools will be informed as to the probability of the candidate's being admitted to the class.

At the beginning of the term in September examinations will be held at the College in any of the subjects that have not been duly certified, and in subjects in which candidates are conditioned.

2. Schools from which students have been admitted to the Preparatory or Freshman Class within the past five years, who have pursued their studies in the College successfully for a year or more, are now placed on the list of "approved schools." Other schools may be added to the list in the future on evidence that they have courses of study preparing pupils fully for the Preparatory Class. The following is the present list of

APPROVED SCHOOLS.

Alabama School.	Mississippi Institution.
American School.	Missouri School.
Arkansas Institute.	Montana School.
California Institution.	Nebraska School.
Colorado School.	New York Institution.
Florida School.	North Carolina School.
Gallaudet School.	North Dakota School.
Georgia School.	Ohio School.
Idaho School.	Oregon School.
Illinois School.	Pennsylvania Institution.
Inst. for Improved Instr., N. Y.	South Carolina Institution.
Iowa School.	South Dakota School.
Kansas School.	Texas School.
Kendall School.	Utah School.
Kentucky School.	Washington State School.
Maine School.	West Virginia School.
Maryland School.	Western Pennsylvania Inst.
Michigan School.	Wisconsin School.
Minnesota School.	Wright Oral School.

ADMISSION TO ADVANCED STANDING.

Candidates for admission to the Freshman Class, or to advanced standing, may obtain requirements upon application.

EXPENSES.

The charge for board, lodging, laundry and tuition is three hundred and fifty dollars for the academic year. Congress, however, makes provision for the free admission of residents of the District of Columbia and for a limited number from the States and Territories. The above sum does not include traveling expenses, books, clothing, and other personal and incidental expenses, subscriptions to societies, extraordinary medical or surgical services, etc. A deposit of three dollars is required of each student, returnable at the end of the year, less unreasonable wear of College property. The average cost of books is about \$10 per year; estimates as to the amounts needed to meet the other demands cited above would vary with the tastes of the individual and the distance to his home. Students have opportunities to earn a considerable part of their expenses by labor upon the college buildings and grounds or about the residences of instructors, or on the farm, or in the city during leisure hours, etc. Various opportunities of earning are also open to the women students.

COLLEGE EXERCISES.

STUDY HOURS.

Students are expected to attend Chapel exercises, to be present at all recitations of their respective classes, and to attend such other exercises as may be announced by the Faculty from time to time.

Chapel exercises are held each week-day at 9.00 A. M.,

except on Saturday. On Sunday they are held at 9.00 A. M. and at 5.00 P. M.

Study hours are from 8.00 to 9.00 and from 9.15 A. M. to 12.15 P. M., from 1.30 to 3.30 and from 7.30 to 10 P. M. on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays, except that on Fridays the evening study hours are omitted; and from 9.00 to 11.30 A. M. on Saturdays. During these periods students are expected to be engaged in recitations or in study.

No recitations are held on Saturdays. The length of the recitation period is one hour. Thus, unless otherwise stated, each subject is taught five hours per week.

New students and students reported as having a monthly average below 7.5 in daily recitations in any study are required to observe evening study hours in their own rooms, and these rooms may be visited at intervals by some member of the Faculty.

CLOTHING.

Clothing is laundered by the institution and should all be plainly marked. Bed linen and hand towels are furnished by the institution.

PHYSICAL TRAINING.

Systematic physical training, under the direction of instructors in a well-equipped gymnasium, is required of all students throughout the course. But students while in training with the foot-ball, track, base-ball, basket-ball, or wrestling squads, may be excused from other physical training. Open air exercise, usually tennis, is required of all the young women of the College.

A special gymnasium suit is used by both the young men and the young women. New students should order suits through the gymnasium teachers directly upon their arrival at college.

STUDENT SOCIETIES.

The Kappa Gamma is a secret society of young men. Four of the Faculty of the College are also members. The society exercises a certain influence upon scholarship by its rule that it will not admit to membership a student conditioned in more than one study.

The Literary Society admits all men students to membership. It affords an opportunity for practice in public debate, declamation, etc. The public is invited to all meetings except business meetings.

The women students have a society which is partly secret and partly literary and dramatic in character. Once a year it holds an open meeting to which the public is invited.

The "Saturday Night Dramatic Club" of the young men and the "Jollity Club" of the young women each gives one or two public entertainments during the year.

The women students support an influential branch of the Young Women's Christian Association.

ADVISERS.

At the time of his entrance into college each student is assigned to some one member of the Faculty, who acts as his Adviser throughout his college course. It is hoped that each student will feel free to consult his Adviser as he would a parent or elder brother.

INFORMATION.

In the case of students markedly deficient in scholarship, notices will be sent to their parents or guardians after the close of each term; when serious discipline for misconduct

is given, parents will be at once informed of the fact. Information as to the progress of students will be furnished parents at any time upon request. All applications for information or for admission should be addressed to the President of the College, Kendall Green, Washington, D. C.

EXAMINATIONS.

At the close of each term there are written examinations in all the studies of the term.

A record is kept by the Faculty, which shows the standing in study of each student for every term, as determined from the recitations and the examinations, both being graded on a scale of 10. A student whose combined mark falls below 7 in any subject, or whose mark in examination falls below 6.5, is conditioned. The condition may be removed by obtaining a mark of 6.5 upon re-examination.

DEGREES.

The corporation is authorized by an act of Congress to confer "such degrees in the arts and sciences as are usually granted in colleges."

The degree of Bachelor of Arts is conferred on students who have sustained examinations on the full Academic course of four years.

The degree of Bachelor of Science is conferred on students who have sustained examinations on the first two years of the Academic course, and on two years of work in Science equivalent in difficulty to the last two years of Academic work, making a full course of four years.

Students so desiring are permitted to pursue a selected course of study extending through four years, the satisfactory completion of which will entitle them to receive the degree of Bachelor of Philosophy, or of Letters.

No student may receive a degree who is delinquent in his college dues.

The Master's degree will be conferred, in course, on graduates of not less than three years' standing who shall furnish the Faculty with satisfactory evidence of their having made substantial progress in science, philosophy, literature, or the liberal arts since their graduation. Application for this degree should be made to the President of the College in writing.

The degree of Bachelor of Pedagogy is also conferred on graduates of the normal department who have previously taken the Bachelor's degree.

SPECIMENS OF EXAMINATION PAPERS FOR ADMISSION TO THE PREPARATORY CLASS.

Arithmetic.

[Necessary operations must be written in full; analyses alone, or answers without the operations necessary to obtain them, will not be considered satisfactory.]

1. A man walked $\frac{5}{12}$ of his journey the first day, $\frac{3}{8}$ of it the second day, and then had 24 miles more to go; how long was the journey?
2. Divide twenty-four thousandths by sixteen millionths.
3. What part of a rod is 3 feet 4 inches?
4. How many bricks, 8 inches by 4 inches, will pave a walk 60 feet long and $2\frac{1}{4}$ yards wide?
5. A owns $42\frac{1}{2}\%$ of a factory worth \$35,000, B owns 37% of it, and C owns the remainder; what is the value of each of their shares?
6. A man sold a watch for \$90, and lost $16\frac{2}{3}\%$; what did he pay for the watch?
7. Find the interest of \$150 for 2 years, 2 months, 2 days, at 6%.
8. (Solve by proportion.) If $\frac{7}{8}$ of a yard of silk costs \$2.10, what will $16\frac{1}{2}$ yards cost?
9. $\sqrt{.000625} + \sqrt[3]{27} - (\frac{1}{2})^2 = ?$

Algebra.

1. (a) Multiply $\frac{1}{3}a^2 - \frac{1}{2}ab + \frac{2}{3}b^2$ by $\frac{1}{2}a + \frac{1}{3}b$.
(b) Divide $a^3 + b^3 + c^3 - 3abc$ by $a + b + c$.
2. (a) Solve: $5x - 6(x - 5) = 2(x + 5) + 5(x - 4)$.
(b) Solve: $\frac{x-2}{2} + \frac{x+10}{9} = 5$.
3. What two numbers are those whose sum is 58 and whose difference is 28?
4. (a) Resolve into factors: $(a + b)^2 - c^2$;
(b) $(x + y)^2 - x^2$.
5. (a) Reduce to lowest terms: $\frac{a^2 + 2ab + b^2}{a^2 - b^2}$;
(b) $\frac{6a^2bc^2}{9ab^2c}$.
6. A alone can do a piece of work in 9 days; and B alone can do it in 12 days; in what time will they do it jointly?
7. Find the square root of: 15227.56.
8. A and B are the same age now. If A's age be increased by 36 years, and B's by 52 years, their ages would be as 3 is to 4. What is their age at present?
9. Solve:
$$\left. \begin{aligned} 2x + 3y + 4z &= 16. \\ 3x + 2y - 5z &= 8. \\ 5x - 6y + 3z &= 6. \end{aligned} \right\}$$
10. (a) Find the value of: $3\sqrt{45} + 7\sqrt{5} - \sqrt{20}$.
(b) $(3\sqrt{x} - 5) \times 2\sqrt{x}$.

Composition.

1. Tell the Story of something that has happened to yourself.
2. Describe a Day on a Farm (or a Day in a City, if you have not spent a day on a farm).
3. Explain the Uses of Fences.
4. Write a letter to persuade a friend to go to college.
5. Write out an argument to prove that good roads are more important than good schools.

Reading.

PART I.

(Time allowed: one hour.)

1. Where did Charles Lamb pass his life? How did he happen to write the "Tales from Shakespeare"?
2. Tell the story of the life of the author of "Pilgrim's Progress."
3. Of what country was Irving a native? When did he live?
4. Tell what you can of Longfellow's education and preparation for his work.
5. Write upon *four* of the following subjects, being careful not to choose two or more by the same writer:

The Tempest	The Taming of the Shrew
Giant Despair	The Valley of Humiliation and Apollyon
Miles Standish	Priscilla
Hamlet	The Spectre Bridegroom
A Royal Poet	As You Like It
John Alden	The March of Miles Standish
Mr. Worldly Wiseman	Philip of Pokanoket
Rip Van Winkle	Othello

PART II.

(Time allowed: two hours.)

1. (a) Upon what occasion did Washington utter his Address?
 (b) What was his purpose in making it?
 (c) What does he say about the preservation of the Union of the States?
 (d) What is his advice in regard to the intercourse of the United States with other nations?

2. (a) Who was Thomas Carlyle?
- (b) What does he say were (1) the conditions under which Burns grew up and wrote his poetry? and (2) the preparation and forethought which Burns gave to the composition of his poems?
- (c) What, generally, are the subjects of Burns's poems? Are they limited to any one kind?
- (d) What merit does Carlyle see in Burns as poet and man?
- (e) What do you think of the sentence-structure of Carlyle's Essay?
3. (a) At what period of his life did Milton write *L'Allegro* and *Il Penseroso*?
- (b) What do these names mean?
- (c) What phrases and expressions often used now-a-days do you find in the poems?
- (d) Give in your own language some of the pictures of country-life contained in these poems; also, describe some of the night-scenes and sounds.

Grammar.

"We see that in this man there was the gentleness, the trembling pity of a woman, with the deep earnestness, the force and passionate ardour of a hero."

—*Carlyle on Burns.*

1. In this sentence, what is the entire object of the verb "see"?
2. What is the entire subject of "was"? Why is not "was" in the plural?
3. Pick out in this sentence an adjective element, and an adverbial element. Tell what they modify, and in what way they modify.
4. Do you see anything wrong in this sentence from Lamb's *Tales*?
 "When at last Oliver returned back to his brother he had much news to tell him."

American History.

(Give dates whenever possible.)

1. (a) Write a short account of the settlement either of the colony of Maryland or of that of Rhode Island.
- (b) In which colony was the American principle that the government has nothing to do with the control of religious belief, first put into actual practice? Explain.
2. (a) Mention the chief weaknesses of the Articles of Confederation.
- (b) Tell what you can about the making of the Constitution.

3. With what events are the following places associated? Give location of each place.
 - (a) Saratoga.
 - (b) Yorktown.
 - (c) Chancellorsville.
 - (d) San Juan Hill.
4. Write a paragraph or two about each of the following topics:
 - (a) The Monroe Doctrine.
 - (b) The Oregon Boundary Question.
 - (c) Civil Service Reform.
 - (d) The Panama Canal.

English History.

- I. Describe the geographical differences between early Britain and the present Empire of Great Britain.
- II. Give a brief account of the Danish Conquest.
- III. Give a brief account of the Norman Conquest and its most important results.
- IV. What do you understand by the following terms :—*Ship money, Lollards, Petition of Right, South Sea Bubble, Secret Treaty of Dover?*
- V. What was Magna Charta? What King signed it? What were some of its results?
- VI. Explain the following :—*Habeas Corpus Act, Act of Supremacy, Toleration Act, Stamp Act, Reform Act.*
- VII. Tell what you can about the Commonwealth.
- VIII. For what are the following men noted and in whose reigns did they live? *Milton, Shakespeare, Wycliffe, Wolsey, Gladstone.*
- IX. Describe the (a) Establishment of the Bank of England, (b) the Emancipation of Slaves.
- X. In what wars, and with what results were the following battles fought? *The Armada, Blenheim, Trafalgar, Waterloo.*

Elementary Physics.

1. By an experiment how could you show that iron wire is ductile?
2. How would you calculate the weight of the air in your room? How would you show that air is compressible?
3. A piece of stone weighs one pound, but when immersed in water it weight only 12 ounces. What is the specific gravity of the stone?
4. Illustrate by a drawing how you would find the center of gravity of a triangular piece of board.

5. If a small and a large stone of the same density were let fall at the same time from an upper window, which would reach the ground first?
6. How can you change the pendulum of a clock so that it will run faster?
7. A wagon is three feet high. A plank 12 feet long rests with one end on the wagon and the other end on the ground. How hard must a man push on a barrel that weights 200 pounds to hold it on the plank?
8. Make a diagram and point out the angle of incidence and the angle of reflection.
9. Explain an experiment showing water to be a poor conductor of heat.
10. How is an incandescent lamp made? Why does the filament not burn up?
11. Diagram a simple electro-magnet.

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